

312066 0271 3142 5

MASS.

ED 21.2:

G 94/5



ED 21.2 G 94/5

10/13 155

A Guide to the
University of Massachusetts
Certification
of
Educational
Personnel
in
Massachusetts



April 1995



Massachusetts Board of Education

Martin S. Kaplan, Esquire, Chairperson, Newton
Dr. Madelaine S. Marquez, Vice Chairperson, Amherst

Mr. Thomas Chin, Newton
Ms. Patricia A. Crutchfield, Springfield
Ms. Marjorie Dolan, Boston
Dr. Jerome H. Grossman, Chestnut Hill
Mr. Frank Haydu, III, Dover
Mr. William K. Irwin, Jr., Wilmington
Ms. Elizabeth Kittredge, Longmeadow
Dr. Madelaine S. Marquez, Amherst
Mr. S. Paul Reville, Worcester
Dr. Richard R. Rowe, Belmont
Dr. Stacy L. Scott, Lowell
Rev. Michael W. Walker, Brockton

Ex Officiis

(Voting Privileges)
Ms. Erin Megin, Westborough
Chairperson, Student Advisory Council

Dr. Piedad F. Robertson, Secretary
Executive Office of Education

(Non-Voting Privileges)
Dr. Stanley Z. Koplik, Chancellor,
Higher Education Coordinating Council

Dr. Robert V. Antonucci
Commissioner of Education

The Massachusetts Department of Education, an Affirmative Action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or sexual orientation.

PUBLICATION # 17680-28-50000-2/95-DOE



This document printed on recycled paper

350 Main Street, Malden, Massachusetts 02148-5023
Phone Number: 617-388-3300 • FAX Number: 617-388-3393
TTY: N.E.T. Relay 1-800-439-2370

A Guide to the Certification of Educational Personnel in Massachusetts

TABLE OF CONTENTS

Letter from Commissioner Antonucci	3
Key Points	4
What you need to do.....	6
Routes to Certification	9
Field Based Experiences	12
Certificates Issued	14
Certification Roles & Competencies	17
Educator Requirements & Competencies	18
• Common Teacher Competencies	18
• Common School Administrator Competencies	20
• Requirements for Elementary Teacher	22
• Competencies for Elementary Teacher	24
Questions & Answers?	25
Steps to take to become Certified	27
You will need to: .. .	28
We will: .. .	28



The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Robert V. Antonucci
Commissioner

April, 1995

Dear Applicants for Certification:

Congratulations for choosing to become an educator in Massachusetts! From personal experience I can assure you that a career in education will provide many challenges, rewards and opportunities for personal and professional growth. With the enactment of the Education Reform Law, the Education profession in Massachusetts is even more exciting and promising. Applying for educator certification is the first step into the profession, and the Department of Education is committed to supporting and assisting you through this beginning as it will throughout your career as an educator.

Candidates for educator certification in Massachusetts will be certified under new school personnel regulations approved by the Massachusetts Board of Education in 1994. The new regulations have three purposes:

- to strengthen the quality of teaching and other educational services students receive in Massachusetts public schools;
- to upgrade the teaching profession, providing opportunities and incentives for on-going professional development; and
- to further the goals of the Massachusetts Education Reform Act of 1993.

The purpose of this guide is to assist certification candidates, educators and other interested parties in understanding the new certification requirements and process. The guide explains the key points of the new certification process and what you need to do to get certified. With the implementation of these new regulations for educator certification we will move ahead to ensure that the teachers, administrators and other professionals in all Massachusetts schools are prepared to provide the strongest educational opportunities for our students. The incorporation of a new process for the recertification of all educators every five years further ensures that our high expectations for educators and students will be met. After you are certified you will be required to continue your professional development in preparation for recertification.

I look forward to our continued success as we work together to strengthen our public education system in Massachusetts.

Sincerely,

A handwritten signature in black ink that reads "Robert V. Antonucci".

Robert V. Antonucci
Commissioner of Education

Certification: Key Points

The Law

All public school personnel, including teachers, guidance counselors, school nurses, principals, other school-based administrators and superintendents must be certified under Massachusetts General Laws, Chapter 71, Section 38G. The Board of Education is authorized to establish and implement a process by which educators are certified to work in public schools. The educational requirements for gaining certification are established by the State, and educator preparation programs and field-based experiences must meet State requirements and standards.

Three Stages of Certification

Under the new regulations there are three stages of certification in Massachusetts:

1. Provisional Certificate

An educator's license issued to a person who has met the minimum preparation and eligibility requirements established by the Board of Education:

- (a) a Bachelor's degree from an accredited college or university with a major in the arts or sciences or an interdisciplinary major appropriate to the instructional field, and
- (b) the successful completion of the Two-Part Certification Examination. (The date and location for the first examination has not been determined).

Provisional Certificates are valid for five years of employment, and persons holding Provisional Certificates may seek employment as teachers in districts which have a plan for preparing Provisional teachers for the Provisional Certificate with Advanced Standing. (*See Routes to Certification on Page 9*)

2. Provisional Certificate with Advanced Standing (Advanced Provisional Certificate)

An educator's license issued to a person who has met the requirements for provisional certification and has completed a professional preparation program approved by the Commissioner which includes the appropriate field-based experiences. Provisional Certificates with Advanced Standing are valid for five years of employment.

3. Standard Certificate

An educator's license issued to a person who holds a Provisional Certificate with Advanced Standing and has completed an approved Masters degree program or its equivalent, including clinical experience and a research project (unless otherwise specified in the regulations). Standard Certificates are valid for five years and are renewable for additional five year terms.

4. Recertification

The Education Reform Act of 1993 requires that all educators renew their standard certificates every five years. Educators holding a standard certificate as of June 18, 1993 have until June 18, 1999 to complete the first recertification process. In order to become recertified, an educator will develop an Individual Professional Development Plan, meeting standards set by the Board of Education.

Certification: What you need to do

Routes to Certification

Candidates may take several routes to acquire the education and experience needed to qualify for certification in Massachusetts.

1. Programs at Institutions of Higher Learning.

If a candidate has successfully completed an approved program for the preparation of educational personnel at an institution of higher learning, the candidate qualifies for Advanced Provisional Certification. Such programs have been approved by the Commissioner of Education and include all State required competencies and field-based experiences.

Candidates must be recommended for certification by the college or university and must submit the transcript and other appropriate supporting documents.

NOTE: Candidates from preparation programs in colleges and universities accredited by the National Council for Accreditation of Teacher Education (NCATE) in any state qualify for Advanced Provisional Certification in Massachusetts.

2. District-Based Programs.

District-based programs are a new option provided by the Education Reform Act through which educators may prepare to qualify for Advanced Provisional Certification and Standard Certification.

- (a) If a candidate has a Bachelor's degree from an accredited college or university in the arts or sciences the candidate may seek Advanced Provisional Certification by using this option. However, the candidate must first obtain Provisional Certification from the Department of Education (see Provisional Certification above). Then the candidate with a Provisional Certificate must seek employment in a school district which has a plan to prepare educators for Advanced Provisional Certification.
- (b) Candidates with Advanced Provisional Certificates may prepare for Standard Certification through this route in districts which have a plan to prepare educators for Standard Certification.

3. Certification Review Panel

The Certification Review Panel provides an alternative route to Advanced Provisional Certification for those candidates with substantial experience and formal education relevant to the certificate sought, but who do not meet all of the specific certification requirements. The Review Panel serves candidates for regular certification, grandfathered ESL teachers seeking ESL certification and applicants for vocational education approval. In each case the Department of Education is authorized to determine a candidate for review based on the following criteria:

The candidate:

- (a) cannot be certified under any other provision of the law;
- (b) appears to meet the requirements but does not hold a prerequisite certificate or meet, via traditional means, all of the specific competencies for the certificate sought;
- (c) has at least five years or the equivalent of documented full-time professional experience relevant to the certificate sought; and
- (d) has proof of having a bachelor's degree.

Full review of candidates accepted by the Panel will be carried out by a three-member team of the Panel which will, when possible, be composed of a teacher, an administrator, and a college faculty member. The Panel will determine whether or not the applicant's experience and skills are equivalent to the requirements for the certification and will recommend to the Commissioner: (a) that the candidate be certified; (b) that the candidate be certified only after meeting certain specific conditions; or (c) that the candidate not be certified.

4. Individual Programs.

Candidates for Advanced Provisional Certification who have not completed an approved program at an institution of higher learning or a district-based program may apply for certification. They must submit to the Department of Education proof that they meet the competencies listed under the certificate sought. It is the responsibility of the candidate to establish to the satisfaction of the Department of Education that the courses and other experiences submitted are appropriate to the development of the competencies specified under each certificate area. Courses counted toward one certificate may be counted towards additional certificates if they meet the requirements, but each practicum or internship will be counted toward one certificate only.

5. Interstate Agreement Programs.

Candidates who have successfully completed an approved program at a college or university in a state with which Massachusetts has signed the Interstate Agreement on the Certification of Educational Personnel, may qualify for Advanced Provisional Certification using this option. Also, teachers who are fully certified in states with which Massachusetts has signed the Interstate Agreement and have three years of experience within the past seven years may qualify for Advanced Provisional Certification in Massachusetts.

6. Regional Credential.

Candidates who have been granted a regional educator certificate by New York State or one of the New England states with which Massachusetts has signed a contract, may qualify for Advanced Provisional Certification via this option.

Routes to Certification

A. Provisional

If you . . .

1. Have a bachelor's degree in the arts or sciences from an accredited college or university but you have not completed an educator preparation program or have not had experience as an educator, then you may apply for Provisional Certification at the Department of Education.

B. Advanced Provisional

If you . . .

1. Have completed a state-approved educator preparation program in a Massachusetts college or university, then you are eligible for certification via the Institutional Programs route.

or

2. Have acquired a Provisional Certificate from the Department of Education, then you may qualify for Advanced Provisional Certification by participating in a District-Based Educator Preparation Program.

or

3. Have had substantial experience as an educator and formal education relevant to the certificate sought, but do not meet all of the specific certification requirements (for instance, you have worked for several years in business as an instructor), then you may seek certification via the Certification Review Panel route.

or

4. Have not completed an approved institutional program or a district-based program, but you believe you can prove you have acquired the competencies listed under the certificate sought (for instance, you have studied and worked as an educator in a state which does not have an interstate agreement with Massachusetts), then you should seek certification through the Individual Programs route.

or

5. Have successfully completed an approved program at a college or university in a state with which Massachusetts has signed the Interstate Agreement, then you qualify for certification through the Interstate Agreement Programs route.

or

6. Have been granted a Regional Educator Certificate in another state with which Massachusetts has signed a contract, then you qualify for an Advanced Provisional Certificate in Massachusetts.

or

7. Have successfully completed some other innovative or experimental preparatory program designed and administered by an institution of higher learning, school district, nonprofit organization, or professional association, then you are eligible certification.

C. Standard

If you . . .

1. Have an Advanced Provisional Certificate, have completed a Master's Degree, including clinical experience and a research project, then you qualify for Standard Certification by the Institutional Programs route.

or

2. Have an Advanced Provisional Certificate and are participating in a district-sponsored educator preparation program for Standard Certification, then you may seek a Standard Certificate via the District-Based Programs route.

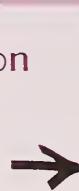
or

3. Have successfully completed some other innovative or experimental preparatory program sponsored by an institution of higher learning, school district, nonprofit organization, or professional association, then you qualify for Standard Certification.

ROUTES TO CERTIFICATION CHART

A. Route to Provisional Certification

1. → **Liberal Arts
Bachelor's Degree**



**Provisional
Certification**

B. Route to Advanced Provisional Certification

1. → **Institutional
Program**



2. → **Provisional
Certificate**

2. → **District-Based
Program**



3. → **Review
Panel**



4. → **Individual
Program**



5. → **Interstate
Program**



6. → **Regional
Certificate**



7. → **Other***



**Advanced
Provisional
Certification**

C. Route to Standard Certification

1. → **Institutional
Program**



**Standard
Certification**

2. → **District-Based
Program**



3. → **Other***



*an Innovative & Experimental
Preparatory Program

Field-Based Experiences

Candidates for Advanced Provisional and Standard certification must complete appropriate field-based experiences.

The four types of field-based experiences are:

A. For Advanced Provisional Certification

- **Pre-Practicum**

The purpose of the pre-practicum experience is to prepare candidates for the practicum by acquainting them with school and classroom environments. The pre-practicum includes experiences in a school setting with a variety of students, including but not limited to special needs students, students of different gender, race, linguistic and socioeconomic backgrounds. The pre-practicum experience must be a minimum of 75 clock hours of monitored field-based training. The pre-practicum is a prerequisite for the practicum.

- **Practicum**

A practicum must consist of at least 150 clock hours of field-based training, including the completion of a minimum of 135 clock hours of direct instructional responsibilities. The practicum assignment must be in the role and at the level of the certificate sought.

- **Internship**

An internship may be paid or unpaid work, less than full-time, but at least one-fifth time per week, in the role and at the level of the certification sought. A full internship (150 hours) may be substituted for a half practicum (75 hours).

B. For Standard Certification

- **Clinical Experience.**

The clinical experience option provides Standard Certificate candidates an opportunity to integrate content area knowledge, pedagogical theory, and practical experience. Clinical experience may be undertaken under the auspices of a college, university, or a school system, all of which must be authorized by the Department of Education as a clinical experience site. The duration of the clinical experience must be at least 400 clock hours or one full semester as defined by the field site.

Certificates Issued

The following certificates will be issued and will be valid for employment at the grade levels indicated. Certificates designated:

- "all levels" are valid for employment by a school district in the role indicated without reference to the grade level or age of students.
- "Pre-K" are valid in pre-school or nursery school.

CERTIFICATE

For teachers of:

	LEVEL
Early Childhood	Pre-K - 3
Elementary	1 - 6
Middle School	5 - 9
Reading	All levels
English	5 - 9, 9 - 12
Social Studies	5 - 9, 9 - 12
History	5 - 9, 9 - 12
Mathematics	5 - 9, 9 - 12
General Science	5 - 9, 9 - 12
Physics	5 - 9, 9 - 12
Chemistry	5 - 9, 9 - 12
Biology	5 - 9, 9 - 12
Earth Science	5 - 9, 9 - 12
Foreign Language	Pre-K - 9, 5 - 12
English as Second Language	Pre-K - 9, 5 - 12
Transitional Bilingual Education	All levels
Latin and Classical Humanities	Pre-K - 9, 5 - 12
Health Education	Pre-K - 9, 5 - 12
Physical Education	Pre-K - 9, 5 - 12
Business	5 - 12
Home Economics	All levels
Technology Education	Pre-K - 9, 5 - 12
Music	Pre-K - 9, 5 - 12
Visual Arts	Pre-K - 9, 5 - 12
Communication and Performing Arts	All levels
Students with Special Needs	Pre-K - 9, 5 - 12

Students with Intensive Special Needs	All levels
Students with Vision Impairments	All levels
Deaf and Hard-of-Hearing	
Students, American Sign Language/Total	
Communication ASL/TC	All levels
Deaf and Hard-of-Hearing	
Students Oral/Aural	All levels
Students with Speech, Language and Hearing Disorders	All levels
Certificate Level	
School Principal/Assistant Principal	Pre-K - 6,5-9,9-12
Superintendent/Assistant Superintendent	All levels
Supervisor/Director	All levels
Administrator of Special Education	All levels
School Business Administrator	All levels
Library Media Specialist	All levels
School Guidance Counselor	Pre-K - 9, 5 - 12
School Psychologist	All levels
School Nurse	All levels

NOTE: Teacher of Driver education. No certificate is issued for teacher of driver education. A person holding a teaching certificate and an approval from the Supervisor of Driver Education, Registry of Motor Vehicles, may be employed as a teacher of driver education.

Certification Roles & Competencies

Introduction

The area covered by each certificate is defined by the title and requirements of the certificate. To be eligible for employment by a school district in any certified role, a candidate must have been granted by the Commissioner a certificate appropriate for the role. (However, a person holding any certificate may be employed for a maximum of 20% of his or her time in a role and/or at a level for which he or she does not hold a certificate)

Each role and each stage of certification have specific requirements and expectations in the area in which educators must demonstrate competency. There are seven common teaching competencies and five common school administrator competencies from which each of the competencies for the specific certificates is drawn. Under Education Reform two new competencies have been added to the list for teachers:

- (a) Problem Solving and
- (b) Professionalism.

Another change mandated by the Education Reform Act in the competencies required of teachers and administrators is the inclusion of the educator's:

- (a) understanding of and sensitivity toward students from diverse racial, cultural, and socioeconomic backgrounds;
- (b) ability to address the needs of all students regardless of levels of development or gender; and
- (c) knowledge of and commitment to innovative teaching strategies, acknowledgment of shared governance responsibilities, and the recognition of the importance of parental and community inclusion in the education of children.

The following is a sample information packet available to candidates at the Department of Education including the Common Educator Competencies and the specific requirements and competencies for each certificate area:

This document lists the common competencies teachers, administrators and other certified school personnel must have at each stage of educator certification. Also, it includes the specific requirements and competencies needed for the particular certificate you are seeking. This information is available at the Department of Education for each of the forty certificates issued.

Common Teacher Competencies

A. Provisional with Advanced Standing

Competency Number 1: Subject Matter Knowledge.

The effective teacher demonstrates knowledge of the subject matter field, as described under his or her certificate.

Competency Number 2: Communication Skills.

The effective teacher:

- (a) communicates sensitively with language appropriate to students' individual characteristics and learning styles and needs;
- (b) listens and interacts with students, families and colleagues.

Competency Number 3: Instructional Practices.

The effective teacher:

- (a) understands typical and atypical human development and is familiar with principles of curriculum and instruction;
- (b) teaches through diverse modes;
- (c) makes curricular content relevant to the experiences of students from diverse backgrounds;
- (d) organizes and manages a classroom to support the growth and learning of diverse students;
- (e) uses methods that develop students' academic and social skills; and
- (f) works effectively with families and community representatives.

Competency Number 4: Evaluation.

The effective teacher:

- (a) designs and uses various evaluative procedures to assess student learning; and
- (b) evaluates his or her own teaching behavior, and uses the results to improve student learning.

Competency Number 5: Problem Solving.

The effective teacher:

- (a) thinks critically about teaching and learning;
- (b) fosters students' creative and analytical thinking skills.

Competency Number 6: Equity.

The effective teacher:

- (a) deals equitably and responsibly with all learners; and
- (b) understands the impact of both Western and non-Western civilizations on contemporary American culture and uses this knowledge to develop appropriate teaching strategies.

Competency Number 7: Professionalism.

The effective teacher:

- (a) understands his or her legal and moral responsibilities;
- (b) learns from experience and supervision; and
- (c) understands the impact of societal problems that can affect student learning negatively, and uses appropriate strategies to address such issues.

B. Standard

The competencies for a Standard Certificate are essentially the same as listed above for the Advanced Provisional Certificate, but the requirements are more stringent and the level of skills teachers with Standard Certificates must achieve are higher. Teachers with Standard Certificates must have advanced Pedagogical Content Knowledge. They must be able to integrate educational theory into their teaching and understand the theoretical foundations of their certificate area and of education in general, including relevant philosophical, socio-logical and historical issues.

Common School Administrator Competencies

A. Provisional with Advanced Standing

Competency Number 1: Specific Field of Knowledge.

The effective advanced provisional administrator demonstrates knowledge described for each administrative certificate.

Competency Number 2: Educational Leadership.

The effective advanced provisional administrator demonstrates that he or she:

- (a) understands principles and strategies of effective leadership;
- (b) communicates the school's vision, goals, needs and accomplishments to students, school personnel, families and the community;
- (c) communicates and interacts with parents and community agencies and effectively involves them in the education of children;
- (d) understands the process of policy formation at the local, state and federal levels;
- (e) understands the impact of demographic trends on educational policy and practice; and
- (f) understands theories and methods of program evaluation.

Competency Number 3: School Management.

The effective advanced provisional school administrator demonstrates that he or she:

- (a) understands principles and strategies of effective management, including team building, consensus building and group decision-making skills;
- (b) understands principles and techniques of effective human resource management;
- (c) understands fiscal management and budget administration;
- (d) understands administration of school facilities and services, including student safety and security;
- (e) understands information technology and systems and integrates these systems into the working environment;
- (f) understands methods and approaches to organizational change, including processes for school-based management and school restructuring;
- (g) understands federal, state, municipal and school laws and regulations, including the implications of liability and requirements of due process;
- (h) understands personnel management and labor relations including conflict resolution, mediation and negotiation.

Competency Number 4: Professional Development.

The effective advanced provisional school administrator demonstrates that he or she:

- (a) understands theories of human development, adult learning and motivation and applies this knowledge to conduct effective staff development and inservice education;
- (b) provides resources and opportunities to enhance staff performance;
- (c) understands methods of and provides resources for staff orientation and introduction of new staff to the profession;
- (d) participates in professional development activities, including research, to enhance the professional knowledge base;
- (e) develops a personal plan for professional development based upon self and external evaluation;
- (f) pursues further study in his or her discipline or field.

Competency Number 5: Equity.

The effective advanced provisional school administrator demonstrates that he or she:

- (a) understands the importance of education in a democratic society, including the need to provide equal education opportunities;
- (b) accepts and respects individual and group differences with regard to gender, language, race, sexual orientation, religion, socioeconomic background, and values;
- (c) understands and addresses the historical and political backgrounds of the major gender, racial, ethnic, and cultural groups in the school district;
- (d) identifies and uses educational resources and agencies which provide support and expertise for education of students from diverse racial, socioeconomic, linguistic, and cultural backgrounds;
- (e) fosters a school climate that addresses the individual needs of students in a diverse society;
- (f) recognizes and addresses bias in teaching materials, assessment instruments, school practices and school organization;
- (g) acts in accordance with the ethical principles of the profession;
- (h) understands the legal aspects involving students with special needs and understands and implements results of contemporary research in the delivery of effective services for students with special needs; and
- (i) uses an understanding of intercultural relations and communication to create a positive environment for individual students in a diverse society.

B. Standard

The requirement for Standard Certification for the School Principal/Assistant Principal is successful completion of clinical experience, including advanced understanding of the Common Administrator Competencies 2-7.

The requirement for Standard Certification for the School Superintendent/Assistant Superintendent is successful completion of two years employment in the role of the Superintendent/Assistant Superintendent.

Requirements for Elementary Teacher (1-6)

A. Provisional Certificate

1. A bachelor's degree in arts or sciences or an interdisciplinary major from an accredited college or university with an arts or sciences major appropriate to the instructional field.
2. A qualifying score on the two-part examination.
3. Evidence of sound moral character.
4. Competency 1: Subject Matter Knowledge for the field and level.

B. Advanced Provisional Certificate

1. A bachelor's degree with a liberal arts and sciences or interdisciplinary major.
2. Successful completion of 24 semester hours of course work or other experience which addresses the field of knowledge competencies as identified in Competency 1 for the certificate sought.
3. Successful completion of 18 semester hours of course work, including pre-practicum field experience, or other experiences directly related to the Common Teaching Competencies 2-7, which, at minimum, approximates a college minor of not fewer than 15 semester hours.
4. Successful completion of a practicum demonstrating ability to teach in the area of the certificate, as specified in Competency 1 for the certificate sought, and in the Common Teaching Competencies 2-7 required for the Provisional Certificate with Advanced Standing.

C. Standard Certificate

1. Completion of a master's degree or an equivalent district or other program, including:
 - a. Graduate course work or other experience in the area of the certificate which reflects the knowledge listed under Provisional Certificate with Advanced Standing Competency 1: Subject Matter Knowledge for the certificate sought;
 - b. Course work or other experiences which address the Common Teaching Competencies required for the Standard Certificate;
 - c. Course work or other experiences which address the elements defined in Competency 1: Pedagogical Content Knowledge for the certificate sought;
 - d. A research project appropriate to the requirements and competencies for the certificate sought.
2. Successful completion of a clinical experience at the post-baccalaureate level, in the role and at the level of the certificate sought, demonstrating ability to teach in the area of the certificate and achievement of Competency 1 for the certificate sought and the Common Teaching Competencies 2-7 required for the Standard Certificate.
3. Successful completion of a program including graduate course work reflective of the curriculum of the elementary school, with at least two courses in one of the following areas: reading, literature and the language arts, mathematics, science, social studies, the arts, health and physical education; or appropriate liberal arts and sciences course work.

Competencies for Elementary Teacher (1-6)

A. Advanced Provisional Certificate

1. The Common Teaching Competencies

2. Competency 1: Subject Matter Knowledge.

The effective teacher of elementary education demonstrates knowledge of:

- a. The subject matter of the elementary school curriculum, including early literacy and the development of reading skills; literature and the language arts; mathematics; science; social studies; the arts; health and physical education;
- b. The relationships among these fields;
- c. The stages and characteristics of child development and their application to an integrated curriculum for all students.

B. Standard Certificate

1. Pedagogical Content Knowledge.

The effective teacher of elementary education:

- a. Understands the foundations of elementary education and the philosophical, historical and sociological issues in the field, including underlying theories and the value of active learning;
- b. Understands research and theories about learning, first- and second-language acquisition, typical and atypical language development; the effects of language disabilities on learning; and the use of alternative communication systems;
- c. Uses a variety of teaching strategies, including those which involve children in activity-oriented learning experiences;
- d. Understands how the physical environment influences human behavior and applies this knowledge in designing and evaluating curriculum and adapt

Questions & Answers

1. Why were the certification regulations changed?

The certification regulations were revised to be consistent with the Education Reform Act of 1993 and to be responsive to the purpose of Education Reform: to improve student performance in Massachusetts through establishing standards and ensuring accountability in the education profession.

2. What are the benefits of the new certification regulations?

There are three major benefits of the new certification regulations:

- (a) strengthening teaching and other services to students in Massachusetts public schools;
- (b) upgrading the teaching profession, providing opportunities and incentives for ongoing professional development; and
- (c) promoting Education Reform.

3. Who will be required to take the Two-Part Certification Examination?

All candidates for a Provisional Certificate or an Advanced Provisional Certificate who submit an application on or after the date of the first scheduled certification examination will be required to take it. The date and location for the first examination has not been determined.

4. Is it possible for a school district to prescribe additional qualifications beyond those established by the Certification Law when hiring professional educators?

Yes. School districts may prescribe additional qualifications beyond those established by the law for employment eligibility in the district.

5. Is it possible for a school district to hire an educator in a role not defined by the existing certificates?

Yes. Districts intending to employ a professional educator in a role not obviously defined by an existing certificate, must determine the most appropriate certificate comparing the actual duties and responsibilities of that role with the certification requirements.

6. Is it possible to have certification requirements waived? If so, by whom and by what process?

Yes. A superintendent may request exemption from the certification requirements for any school year to employ certified personnel when compliance therewith would in the opinion of the Commissioner of Education constitute a great hardship in securing teachers for that district.

7. Is any public school educator exempted from the requirement to be licensed?

The following are exempted:

- (a) individuals employed as temporary substitute teachers, exchange teachers, and regionally licensed or certified educators;
- (b) any person legally employed as an intern;
- (c) any trade and vocational instructor, supervisor, guidance counselor or director, or administrator (except school business administrators employed on or after September 1, 1980) in vocational programs approved by the Commissioner;
- (d) any trade and vocational school business administrator employed prior to September 1, 1980, as the chief fiscal officer of a school committee responsible for vocational programs; and
- (e) any school nurse employed by a school district on or before June 18, 1993.

8. Are vocational and trade teachers required to have educator certification to teach in vocational programs and schools?

No. Vocational and trade teachers are not required to be certified to teach in Massachusetts public schools. They must have vocational education approval. The Massachusetts Department of Education is authorized to grant vocational education approval to qualified candidates. Candidates may apply for approval at the Department's Certification Office.

9. What should I do if my credentials are from a foreign country?

A number of agencies are authorized by the Office of Teacher Certification to perform equivalency evaluations of foreign credentials, both in terms of degree and semester hour equivalencies. The only Massachusetts agency is:

The Center for Educational Documentation
P.O. Box 326
Boston, MA 02130
Phone # 617 • 522 • 4738

Contact this office directly for information regarding the process.

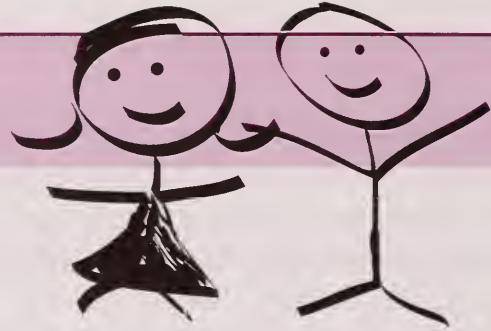
Steps to take to become Certified

Candidates for educator certification must:

- (1) Obtain an application from the Department of Education;
- (2) Complete an application for Massachusetts Educator Certification;
- (3) Submit all required supporting documents; Remember that it is best to submit all documents together with the application. If it is necessary to submit documents under separate cover, be sure that the applicant's social security number is listed on all documents.
- (4) Enclose a certified check or money order for the appropriate fee (\$100 per certificate sought, as of the date of this printing).
- (5) Address all correspondence to:

THE OFFICE OF CERTIFICATION
Massachusetts Department of Education
P. O. Box 9140
350 Main Street
Malden, Massachusetts 02148-9140

YOU NEED TO:



STEP 1:

Obtain the application

STEP 2:

Complete the application

STEP 3:

Prepare supporting documents

STEP 4:

Enclose the appropriate fee for each certificate sought

STEP 5:

Address your application packet to the Office of Certification



WE WILL:

STEP 1:

Check to see that all required documents are included

STEP 2:

Review all materials to see that specific requirements are met

STEP 3:

Let you know if you are missing anything, and finally,
when all the materials are in,

STEP 4:

Send your certificate

*The Office of Teacher Certification receives close to 20,000 application each year and issues approximately 10,000 certificates each year. Processing time of an application varies, and you can be assured that your application will be evaluated as quickly as possible. However, your cooperation is needed. The key factor in moving the process along without interruption is your submission of **all** the required information. The crucial evaluation process, which matches the information you have submitted about your education and experience with the requirements for the area(s) of certification you are seeking, cannot begin until then.*

The evaluation process results in you receiving (a) your certificate or (b) a letter explaining what additional requirements may be necessary before the certificate can be granted. The Office will be happy to answer any questions you may have regarding the evaluation you receive.

The Office of Certification
Massachusetts Department of Education
P.O. Box 9140
350 Main Street
Malden, Massachusetts 02148
(617) 388-3380
(24 hour telephone #)



**Department of
Education**



Commonwealth of Massachusetts
Department of Education
350 Main Street
Malden, MA 02148-5023

TO: